

Common Core Standards - Resource Page

The resources below have been created to assist teachers' understanding and to aid instruction of this standard.

College and Career Readiness (CCR) Anchor Standard	Standard: RI.8.5 - Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
<p>R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p><u>Questions to Focus Learning</u></p> <p>How can particular sentences develop and refine concepts? How do these sentences form the structure of a specific text?</p> <p>Authors deliberately structure a text to convey the meaning they intend for readers.</p> <p><u>Student Friendly Objectives</u></p> <p><i>Knowledge Targets</i></p> <p>I know the various structures for informational text (e.g. chronology, comparison, cause/effect, problem/solution). I know the structural components of various texts (e.g. transitions that signal causal, sequential, and comparative relationships). I know text structure contributes to the development of events, ideas, concepts, and information within a text.</p> <p><i>Reasoning Targets</i></p> <p>I can identify and describe key concepts in an informational text. I can identify words/sentences that indicate a particular structure used to develop ideas. I can describe the role of particular sentences in developing and refining key concepts.</p> <p><u>Vocabulary</u></p> <p>causal refining structures</p>

	<p><u>Teacher Tips</u></p> <p>Text Dependent Questions - A guide to creating text dependent questions for close analytic reading.</p> <p>Expository Profundity - Steps to a deeper understanding of expository text.</p> <p>Every punctuation mark matters: A mini-lesson on semicolons - Martin Luther King, Jr.'s "Letter from Birmingham Jail" demonstrates that even the smallest punctuation mark signals a stylistic decision, distinguishing one writer from another and enabling an author to move an audience.</p> <p><u>Vertical Progression</u></p> <p>RI.K.5 - Identify the front cover, back cover, and title page of a book.</p> <p>RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.2.5 - Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.5.5 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.6.5 - Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI.7.5 - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> <p>RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.11-12.5 - Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>
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The above information and more can be accessed for free on the [Wiki-Teacher](#) website.

Direct link for this standard: [RI.8.5](#)